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TRAINING 4-H LEADERSHIP

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TRAINING 4-H LEADERSHIP

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The future development of boys' and girls' 4-H club work, both as to extent and variety of program, depends largely upon obtaining more local volunteer leadership and an adequate program of training for the already vast army of 50,000 local leaders. The most pressing need at the present time is for a literature especially prepared and suitable for use in training work. The time has passed when leader-training conferences or schools can be hastily prepared for, as one might get ready to attend an evening community meeting. Thorough preparation on the part of those who are to conduct these programs is necessary from the standpoint of both subject matter and technique. Some thought needs to be given to the content of a 4-H leadership training program.

Development of Leader-Training Schools

For many years one-day county training schools or conferences for local 4-H leaders have been held. No study has been made which shows where the first was conducted. By following through the State club leaders' reports since 1915, evidence supports the statement, that only within the past three or four years has their growth been at all rapid. Beginning in 1923, great gains have been made over the entire country in the holding of county local club leader-training schools of one-day duration. The figures for 1925 are not available since the item reported is for all types of extension leader-training schools held.

The 97 county club agents reporting gave 862 meetings held with an attendance of 6,991 leaders. This is an average of 8.8 meetings per leader with an average attendance of 8. (It is interesting to note here that the average county club agent has 42 local leaders. It would seem that last year the average agent reached 20 per cent of his local leaders through some kind of training conference.)

It was in this same year, 1923, that Mr. Horace A. Moses, who had become interested in furthering the development of work with farm boys and girls, established the International 4-H Leadership Training School at Springfield, Mass. Two years later, in 1925, an interstate club members' leadership conference was started at Sioux City, Iowa, as a means of further interesting and training older club members in the principles of 4-H leadership.

The present status of club leader-training schools indicates that some counties have held none, a few have held one, some have had two to four; and in a few instances regular monthly meetings of all local leaders in the county are held.

When county-wide training schools were first suggested, distance was regarded as an insurmountable barrier. This barrier has largely been eliminated and now the problem is: How often should the training schools be held and what should be the content of their programs?

The Training Program

Educational objectives have changed emphasis slightly, both in 4-H club work and in the colleges of agriculture. Ten years ago the college emphasized training farmers at the college. In club work stress was placed on the demonstration and adoption of improved practices through 4-H club demonstrators. While these are still partially the objectives of both college and club work, more thought to-day centers about the idea that colleges are training young men and women for rural leadership and that 4-H club work makes its biggest contribution by giving farm youth a vision of the possibilities of country life, aiding them in the attainment of qualities which seem to best fit them for leadership. As indicated in a recent circular*, the aims of club work are: (1) to help farm youth to improve farm and home practices and the social life of their communities; (2) to show them the possibilities of rural life; (3) to aid them in becoming efficient farmers and homemakers if they so choose; (4) and to teach them how to become public-spirited, useful citizens and leaders in rural affairs.

The development of volunteer leadership is the expressed need of all youth agencies to-day, and particularly of those engaged in a rural program. Some questions raised by this fact are:

* See U. S. Dept. Agr., Misc. Cir. 77, "Boys' and Girls' 4-H Club Work". C. B. Smith.

What is the community's responsibility for local leadership?

What has the college to contribute in the development of a trained rural leadership?

How far can club work go in its efforts at local leadership training?

What is the effect of these training schools upon the community?

Is local leadership training a phase of adult education centered about the 4-H club as a project?

What type of training program best fits the county? The State? Interstate and national conferences?

What should be the content of the courses given?

What is the best technique for conducting these different types of conferences?

These and others are some of the questions which must be answered in building an adequate 4-H leadership training program. Without attempting to answer all these questions an effort has been made in this paper to point out some of the proved successful methods previously used and to suggest possible further developments.

An adequate system for the training of 50,000 to 100,000 local volunteer 4-H leaders year after year, as well as the personnel who will be called upon to prepare the literature and conduct these schools or conferences, involves at least seven types of activity.

(1) College training courses in rural leadership.
(2) The personal visit to the local leader.
(3) The county or district training school.
(4) State training courses or institutes.
(5) Correspondence training courses.
(6) Interstate training schools.
(7) National leadership training.

(1) <u>College training courses in rural leadership.</u>

Why should thousands of graduates, both men and women, be turned out from the colleges of agriculture of the country without having had some training in the principles of rural leadership, when all statistics indicate that the majority of the graduates go into some form of rural leadership work, such as teaching, extension or research, or back to a farm community or rural village somewhere? If engaged in professional leadership they need the training that such courses would afford, and if they locate in a small village or in a farm community, they ought to have this training in order to better serve in community leadership activities.

It must be recognized that rural communities, especially the farm community in the open country, faces an entirely different leadership problem then the small or large city. In the country, leadership must always come from within the group, because of lack of densley settled units that can "buy" their leadership of various sorts, as can metropolitan centers, and moreover, because of the constant flow of youth from the farm to town, a continually new leadership must be developed. These conditions make the training program a very vital factor in rural leadership development.

The first suggested plan, which has been tried in some States, is the introduction into the college curriculum of a course in rural leadership. Such a course covers not only the principles underlying the subject, but actual practice and contact with various types of groups as laboratory or field work. This course could be headed up by a resident staff member in the rural sociology, rural education or other department, and cooperating with the State club leaders, be made a practical, interesting, and valuable course. It need not include only 4-H leadership, but could profitably be divided into several units, including those youth agencies most prominent in the farming areas of a particular State. Courses in scouting are already being given in several universities and some general leadership courses consisting largely of theory and principles are offered. Practically nothing in youth leadership is available at the present time.

In most colleges there are a large number of former club members who would gladly assist with such a course and more than likely be eager to take advantage of ot. The agricultural clubs, home-economics clubs, 4-H clubs, and country life clubs in the colleges could profitably sponsor such a program.

If one were interested in starting such a project for the training of rural leaders before beginning professional work or farming, the following suggestion is offered, based upon one lecture period per week and one full afternoon laboratory for a semester of 18 weeks.

Suggested Course In Rural Youth Leadership

This is a course designed to give the principles of leadership and training in the actual conduct of various activities connected with rural youth agencies, including Boy and Girl Scouts, 4-H clubs, Camp Fire Girls, Y. W. C. A., Y. M. C. A., and others for students of agriculture, home economics, education, and others desirous of becoming acquainted with the work and methods of these various national agencies. (One lecture and one laboratory per week. Credit two hours.)

Suggested Outline of Course

(a) The Field of Rural Leadership.
Need for
Present developments.
Opportunities.
(Professor in charge of course - one week.)

(b) The Boy Scout Movement in Rural Areas.
Principles of scouting.
Technique of organization.
Methods and practice.
(A scout executive - four weeks.)

(c) The 4-H Club Movement
Aims and objectives.
Extent and organization.
Methods of conduct.
Observation and practice.
(State club staff - four weeks.)

(d) The Camp Fire Girls
Aims and objectives.
Extent and organization.
Methods and practice.
(A camp fire guardian - two weeks.)

(e) The Girl Scouts
Aims and objectives.
Extent and organization.
Methods and practice.
(A girl scout executive - two weeks.)

(f) Miscellaneous Organizations - four weeks.

If conditions warrant, it might be advisable to give an 18-weeks' course in 4-H club work alone. In other cases where a large enough class enroll, a division of men and women for certain agencies might be advisable. The important thing, however, is that every college graduate be given the opportunity of taking a course of this sort consisting of work related to those agencies most important in rural youth work in the State.

(2) The personal visit.

The personal visit has been thought of primarily as a monthly trip by the local leader or extension agent to see and encourage a club member, to inspect his project and record and to make a contact with the parents. The kind of personal visit most needed, without minimizing the above, is to the local leader who is new, or can not attend the training school or for some reason is not functioning as well as could be expected. Too little of this type of visiting is done and not only is the amount small, but what is accomplished on these visits does not always come up to the best that might be hoped for.

One State leader has given some interesting suggestions for making the personal visit to the local leader more helpful. Some of the points brought out were these:

(a) Do not ask the leader how she is getting along the very minute you arrive. An affirmative answer will always result and it will be difficult to get at the real troubles after the person has committed herself that everything is all right. Folks hate to have you know they have failed or can not do a thing.

(b) Appreciate the fact that the local leaders are embarrassed when you visit them. The local leader sometimes feels the same as does a club agent, when the State leader or the director of extension visits the county.

(c) Study psychology of approach and ways of getting the confidence of a person. To make folks comfortable in one's presence is an art acquired only through study and practice.

(d) A local leader is most readily approachable through the part of the program in which he or she feels most interest. Therefore, study the wants and likes of your local leaders.

These and many other helpful suggestions might be given. The personal visit to the local leader is more important than to a club member. If a member is lost, it means one person, but usually the loss of a leader is likely to mean the loss of a whole local club of from six to 50 members and sometimes the loss of the entire community to extension work. There are several reasons why this phase of leadership training should be diligently pursued.

(a) Local leaders need help. They do not know the details of the work as does the extension agent.

(b) Local leaders need to be advised with often, because club club work is only a minor part of their daily routine. The extension agent is thinking of club work all the time. It is easy to assume that the leader gets all the information from one or two visits.

(c) Local leaders need encouragement. They may not know how their efforts compare with other leaders.

(d) Local leaders need to visit other clubs and other leaders for exchange of ideas and to see how others are doing their work.

(e) Local leaders need to attend training meetings in order to report on what they have done and to learn what others are doing. They need the confidence which comes from such interchange of experiences, the inspiration and enthusiasm that results from group discussion and the

feeling that they are an essential and functioning part of an organized group. They need the vision that broadened contact and acquaintance give.

(3) The county training school.

This perhaps will always be the most important of all types of the 4-H leadership training school. The county is about the largest unit from which local leaders can conveniently meet as an entire body. In many large counties in the Western States, which are as large in area as some Eastern States, this is still a serious problem.

There have been one-day county training segools held once or twice a year in different sections of the country for more than 10 years. The general content of these has not materially changed.

In general these one-day schools have been of three types.

(a) The organization school.

(b) The subject-matter school.

(c) The combination of organization and subject matter.

The organization type of conference is illustrated by the following general outline, which has been used in some States.

Background Information

(a) The physical background of country-life problem.
(b) Rural social, economic, and civic problems.
(c) Brief origin, history and development of agricultural education.
(d) The agricultural college - its job and how it does it.
(e) History and development of agricultural extension work.
(f) Boys' and girls' club work in the United States.
(g) Psychological approach to 4-H club work.
(h) Ideals and standards of 4-H club work.
(i) Cooperative relationships and public support.

Methods of organization and conduct

(a) Programs and plans of work: State - county - local.
(b) The local club and how to organize it.
(c) The local leader and extension agents.
(d) Plans for the local club.
(e) 4-H club meetings: Kinds - suggestions for - how to conduct.
(f) The personal visit.
(g) Records, reports, photographs, motion pictures, and newspaper publicity.
(h) The club picnic, festival, and like matters.

(i) Camps for club members.
(j) The tour, field meeting, and excursion.
(k) The demonstration team: Purpose and how to use it.
(l) The place of judging in club programs.
(m) The recreational side of 4-H club work: Games - songs - yells - parties - stunts.
(n) Prizes, awards, and trips.
(o) The achievement program and exhibit: Its purpose and value - how to conduct it.

As the number of meetings increases from 1 to 4 or even 12, the plan usually is to cover in more detail at each meeting one or more of the topics, in seasonal sequence, with the work of the leaders. In many cases the men and women meet at separate schools, especially when subject matter is included.

The subject-matter school as held in New York and other States confines its activities largely to the problems of the leaders in the subject-matter work which their members are doing. This kind of meeting usually necessitates the use of specialists and is particularly adapted to home-economics leader-training meetings.

The combination of organization and subject matter is one of the most common types. In these the morning is many times devoted to discussion of organization and general problems and in the afternoon the group is divided according to subject-matter interest. In the afternoon session a particular type of club may be discussed in light of literature, its kind and use; requirements; reports; instruction in the actual making of the materials or giving of subject-matter instruction to the club group, from the standpoint of the particular project under discussion.

A program of a county conference of this type, used for a group of about 30 local leaders in a county in a Western State about nine years ago, is shown below and illustrates how similar are present programs to those used earlier in the work. A more recent type of program used in our Eastern States follows this

Program of Local Leaders' Conference and Training School

July 19 to 20, 1918

Friday, July 19, County High School

1:00 p. m. General talk on 4-H club work - State club leader.

2:00 p. m. Relation of 4-H club work to the schools.
County school superintendent.
(1) Discussion.

3:00 p. m. Cooking and sewing - Home demonstration agent.

(1) Questions on record blanks and lessons.

(2) Judging instructions.
(a) Informal discussion by leaders.

(3) Cooking demonstration - Victors' Cooking Club Team.

(4) Sewing demonstration - Needlecraft Sewing Club Team.

Saturday, July 20, County High School

9:00 a. m. Office methods and records - State Club leader.

(1) Discussion.

9:30 a. m. Canning and drying - Home demonstration agent.

(1) Questions and discussion by leaders.

10:00 a. m. Club meetings - State club leader.

(1) Questions and discussion by leaders.

10:30 a. m. Garden club work - Local gardener.

(1) Questions and discussion by leaders.

11:00 a. m. Livestock and poultry - County agricultural agent.

(1) Questions and discussion by leaders.

Lunch

1:00 p. m. General talk on club work - County club agent.

2:00 p. m. Training demonstration teams - State club leader.

3:30 p. m. Field crops - County agricultural agent.

(1) Questions on bulletins and report blanks.

(2) Judging instructions.

(3) Team demonstration - Crops club members.

4:30 p. m. Club fairs, achievement days, picnics, and festivals - State club leader.

(1) Discussion by leaders.

Local Leader 4-H Club Conference

10:00 a. m. Call to order . . . . . .Chairman.

Roll call . . . . . .Secretary's report.

10:15 a. m. First year problems in local leadership.

(1) The local leader and her relation to the club group . . . . . .State club leader.
(2) Teaching hand work . . . . . State club leader.
(3) The kimona apron . . . . . A local leader.
(4) The judging lesson . . . . . State club leader.
(5) The older club girl . . . . State club leader.
(6) The business meeting . . . . Home demonstration agent.
(7) Records-reports-literature.. A local leader.
(8) Question box.
(9) Recreation and song ..... State club leader.

12:15 Lunch
Hostess.. . . . . A local leader.

1:00 p. m. Training demonstration teams. - A local leader and State club leader.

(1) Informal (1st steps) Harrison Team.

(2) Formal (1st steps) - Seidel Team.

(3) Demonstration after four weeks' practice.

Informal - Jackson Team.

Formal - Sharlot Team.

3:00 p. m. The Achievement Program.

(1) Discussion . . . . . A local leader.

(2) Demonstration . . . . . State club leader.

These two types of programs are representative of many of the one-day schools where both subject matter and organization are discussed.

In conclusion it may be pointed out that there is a need for local leaders' handbooks or outlines to be used as a guide during these meetings and to be given to the leaders for references following the meeting. The nature of this material would be determined largely by the number of meetings held. If only one can be prepared, then the circular should cover as concisely and thoroughly as possible the entire field of organization, with possibly a little material on each major subject-matter project. If four meetings were held separate leaflets could be used for each, covering a seasonal or unit part of the program at each meeting. If regular monthly local leaders' meetings are held, a seasonal program can easily be carried out, with plenty of time for discussion of problems at each meeting. In cases where several meetings are held local leaders' organizations have developed, and seem to give the leaders a feeling of added responsibility. They have their own problems as local leaders, in addition to the problems more especially related to the activities of their clubs. These associations provide a means for the discussion of them.

The county camp for local leaders is gaining favor in some sections since local leaders are demanding a more complete program of instruction and training then is the case with the one-day schools. The natural setting of camp life offers a splendid opportunity to build up a morale among the leaders, which is possible in no other way.

(4) State training courses

The State camp or short course at the college has not been used very extensively for local leadership training. There seems to be a growing feeling that the place for stimulation of enthusiasm and amusement, as well as instruction, for most of the club members is in the county camp. Especially is this true for the younger club members. It is felt that the State camp should become more a training school for older club members and adult volunteer leaders. With this trend in a few States, there is need for developing an adequate program for the week, based on local leaders' Problems and needs.

While in some cases these State leadership schools parallel the club members' week at the college, a few are held entirely separate when no club members are at the college. Each type of State training necessitates a slightly different program.

For leader training at the college during club week one State recently used the following plan with considerable success:

Tuesday

9:00 a. m. Talk - The educational program of club work.

10:00 a. m. Discussion of educational problems.

Group I. New leaders.

Group II. Experienced leaders.

12:00 Noon Lunch.

2:00 p. m. State local leaders' association meeting.

3:00 p. m. Program with club members.

5:30 p. m. Supper.

6:30 p. m. Recreational instruction.

7:30 p. m. Sunset service with club members.

8:00 p. m. Program with club members.

The program for Wednesday, Thursday, and Friday followed the same plan as Tuesday, except that the topics were different for the morning sessions. Health, service, and leadership, and the demonstration part of the club program were discussed the other three days. This particular program aimed to cover one of the four H's each day, in such a way as to relate it to the entire club program.

The outline of a second type of program more elaborate than the former, which is used at conferences held at the college or elsewhere exclusively for local leaders, follows:

Daily Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 a. m.	Breakfast				
8:00 - 8:50	4-H teaching methods				
9:00 - 9:50	Rural youth problems				
10:00 - 10:50	Club organization and methods				
11:00 - 11:50	Assembly - music - story telling				
12:00 Noon	Lunch				
1:00 - 2:30 p.m.	Group divided into subject-matter interests for instruction and conference with specialists in particular field each day of week.				
2:30 - 5:30	Free period for hikes, field nature-study trips - picnics - recreation and individual conferences.				
5:30 p. m.	Supper				
6:30 - 7:30	Social and recreational leadership instruction				
7:30 p. m.	Sunset service each evening				
8:00 - 9:30	Social evening	Dramatics and pageantry	Inspirational address	Open	

This program is more specialized than any heretofore tried and raises a question which should be answered before much progress can be made in developing a national 4-H leadership training program. How far shall an effort be made to develop a national leadership training program, with certificates and other recognition for the completion of unit parts of the course, and further recognition for the completion of the entire course? Is it advisable to carry leadership training to this extent? Could a system of incentives and recognition be developed that would still leave flexible the content of the training program? Would these aid in maintaining local leaders over a longer period of years and increase their effectiveness as leaders? Would a system of this kind appeal to the older club members and be a means of interesting more of them to lead clubs of younger groups in their communities?

In handling State, interstate, or national conferences of this kind, whatever may be the content of the program as to subject matter, experience seems to warrant a statement about the technique of conducting conferences, which has proved most successful.

The first concern is with the physical setting. Nothing could be less conducive to good results than formal classroom or assembly hall arrangement. Even with large numbers, chair arrangement can aid in breaking down the formality that comes from sitting one behind the other. In most ordinary groups of from six to 60, a long table in the center always helps to give the feeling of group unity and has the advantage of automatically getting folks into a circle facing each other. Too much can not be said for making the conference room attractive, quiet, and comfortable. Blackboards with chalk, erasers, yardsticks, thumb tacks, and pointers should be available. Informality is the first requisite of a successful conference, whether county, State or national in character. This forms, in part, the basis of what Dr. W. H. Kilpatrick calls "mind set" in his discussion of foundations of method. In the conference then the proper mind set should be provided, which in turn gives readiness for action. If this results in success and satisfaction, learning will result.

Next in importance is the way the program is broken up. Generally there are two types of conferences - the formal paper or lecture kind and the group or round-table discussion. For county groups the informal discussion group with demonstration and laboratory always seems best suited, but at State or national training meetings one should endeavor to include seven distinct phases in the program, as follows:

(a) Inspirational addresses.
(b) Instructional talks.
(c) Group discussion.
(d) Social and recreational activity.
(e) Individual conference opportunity.
(f) Laboratory or field practice in various activities.
(g) Observation trips.

Inspirational talks last longer than most other parts of the program. To be inspired, enthused, moved to the point of feeling the challenge of what one is doing is not only essential at times, but secures a sustained morale not otherwise obtained. Folks become hungry, lonesome for recognition and appreciation of their efforts however meager they may be. They must feel that what they are doing is worth while - that it counts. All of a program, however, should not be inspirational.

The inspirational talks by specialists, who have facts and resource material that are usable, should form the foundation for the discussion part of the meetings. This should not be overlooked.

The group or round-table discussion is essential for the leaders to give expression to their own ideas and experiences. The interchange of ideas not only helps them to reach safer conclusions and fix more firmly the acquired information in their minds, but establishes each member as an entity in the meeting. The old-time religious experience meeting has largely passed out of existence, but not so the urge to tell one's own experience or view of a situation when in a group or conference. Ways of doing things have changed greatly in the past century, but human nature continues much the same.

Opportunity for social and recreational activity is an necessary as food. Man can not live by bread alone and neither can he live without variety of activity - change of pace - using baseball terminology. Work and recreation through social communion and recreational activity re-stimulate and recharge one for the next problems of the conference. Not only the active elements of play should be used, but the quiet sunset hour, the story, poetry, and music add much to the refreshment of one's physical, mental, and spiritual strength.

Individual conferences with specialists, State leaders, and other leaders should be arranged for. Most local leaders, like most extension agents, feel that their particular problems are different. Although they probably are not so different the opportunity to discuss one's personally felt problems with a specialist gives the feeling of satisfaction that does not come from discussion of hypothetical and distantly removed cases.

Laboratory and field practice in the various jobs that local leaders perform is so important that one hardly need call attention to it, yet it is the one part lacking in most training programs. There is much talk, discussion, and demonstration by others, but little or no opportunity for the leaders to get their "fingers in the pie" so to speak. Practice in training demonstration teams, judging work, subject-matter activities, recreational leadership, music leadership, making plans for the local club, presiding at business sessions, writing notes of club meetings, arranging exhibits, planning a camp program, instructing

club groups, record keeping, story telling, and many other jobs should form this part of the program*.

Observation trips follow closely behind the laboratory practice in value and importance. Visiting club members' projects, discussion with them of their records and work, acquaintance with the parents, attendance at club meetings, picnics, achievement programs and other events give opportunity for valuable discussion in other parts of the program. When State leader-training meetings provide a seven phase program of the type just discussed, more people, both young and old, will want to be 4-H club leaders and those who are already leading will not drop out at the end of one, two or three years, as they do too frequently now.

(5) Correspondence training courses

So far as known, no State has used this method of leadership training. Perhaps it is not so effective as the personally conducted class or school, but many leaders who could not attend county or State meetings, and who might get only a limited amount of help from the personal visit, might be helped by a simple 10 or 12 lesson correspondence course in 4-H leadership. Certain parts of the club program, such as teaching methods - child psychology - club meeting problems - recreational leadership, and the like, could be made interesting and effective by correspondence lessons or circulars and tested by written questions sent to the State office. Upon completion of one course a certificate might be awarded and a seal placed on it. Upon the completion of another, additional seals could be added until a certain number of required and elective subjects were covered. Upon the completion of the entire training course, a 4-H leadership diploma might be awarded. The possibilities of this plan are worth considering.

(6) Interstate and national training schools.

Two efforts at training the older club member for further 4-H leadership have come into existence. The first was begun in 1923 at Springfield, Mass., as previously mentioned, by Horace A. Moses, cooperating with the State club leaders of the Eastern States and the United States Department of Agriculture. This venture has grown until in 1926 a boy and a girl were in attendance from each of 18 States and one Province of Canada.

The future type of program is still undecided. Each year brings new suggestions as to the possibilities of this school and ways are still being tried out to make the results more far reaching. What the future holds in store for this privately financed training school for older club members is yet to be seen. Whatever the outcome, it deserves the hearty support and best thought of all engaged in 4-H club work.

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* "How shall 4-H leadership be trained?" A statistical study of the jobs and problems of local 4-H club leadership, Robert G. Foster.

A second venture similar to the International 4-H Leader Training School was begun at Sioux City, Iowa, in conjunction with the Interstate Fair, in 1925. This is not privately financed, the members coming at the expense of the States. The future of this type of training, as with the one at Springfield, will be largely determined by finding the way in which the interstate school, which is more expensive and reaches fewer numbers than county and State schools, can contribute something that the other conferences can not.

(7) A literature of leadership training needed.

A suggested program for unit topics on leadership training which might be worked up in any State is given below. It is broken up into three divisions so that it can be used better in correspondence courses or at group training meetings of local leaders. These three divisions are: (1) required units of study, (2) specialization units, and (3) elective units. The suggested program follows:

Required units for all local leaders, regardless of the type of club they were leading, might include the following:

(1) Teaching methods
(2) Adolescent psychology
(3) Rural leadership problems
(4) Methods with local clubs
(5) 4-H aims, ideals and standards
(6) Recreational leadership

Specialization topics would include such work as project subject matter for particular groups and a few other topics.

(1) Materials and methods with poultry clubs
(2) Materials and methods with food clubs
(3) Materials and methods with corn clubs
(4) Materials and methods with clothing clubs
(5) Materials and methods with dairy clubs
(6) Methods with the 10-14 age group
(7) Methods with the 15-18 age group
(8) Reaching the older girl
(9) Reaching the older girl

Elective units would include such topics as the following:

(1) Cooperative relationships
(2) Story telling
(3) Reading for farm boys and girls
(4) Music in the club, home and community
(5) History and development of 4-H club work
(6) Organization and administration of extension work
(7) Farm youth guidance
(8) Dramatics and pageantry
(9) Camps, county and State

(10) Team demonstration methods
(11) Judging technique and practice
(12) Publicity methods
(13) Exhibits and their preparation
(14) Planning the year's work with the club
(15) The 4-H club and the community
(16) The leader
(17) Field trips, tours, picnics, excursions, etc.
(18) Individual problems

A literature for leadership is necessary to the development of a program. Much that is already written in the general field of youth leadership, educational psychology and method, recreational leadership and allied subjects can be used by 4-H workers. There still needs to be prepared a literature of 4-H club work, which deals with the many specialized phases of the program, not treated by such general works. Here is a job for State and national leaders. It can be done only by those having actual field experience and contacts.

With 12 years of active development and 20 years of gradual growth back of it, the 4-H movement to-day is facing the problem of trying to evaluate its past accomplishments, in the hope of strengthening its weaknesses and reaching out to greater achievement. Educationally, the 4-H club program is sound. Economically, it has proved its worth. Socially, it is wholesome and uplifting. Future development awaits only a better trained professional leadership and a more widely trained volunteer leadership.

(8) Suggested readings

Smith, C. B.	Cooperative Extension Work, 1924, with 10-Year Review.
Farrell, G. E.	Boys' and Girls' 4-H Club Work under the Smith-Lever Act, 1914-1924. (Misc. Circ. 85)
Foster, R. G.	Books for 4-H Leadership Training School.
" " "	How Shall 4-H Leadership Be Trained?
" " "	Games for 4-H Clubs. Tag Games. (Ext. Serv. Circ. 16)
" " "	A Guide to the Development of 4-H Leadership.
" " "	4-H Club Work in its Relation to Vocational Adjustment.
Hill, I. W.	Boys' and Girls' 4-H Camps
" " " and Warren, G. L.	Boys' and Girls' 4-H Club Work, 1923. (Dept. Circ. 348)

Hobson, I. L. and Warren, G. L. — Boys' and Girls' Club Work, 1922. (Dept. Circ. 312)

Lacy, Mary G. — Farm Youth, a Selected List of References to Literature Issued since January, 1920. (Agric. Econ. Bibl. 17)

Smith, C. B. — Boys' and Girls' 4-H Club Work. (Misc. Circ. 77)

Turner, R. A. — The First Annual 4-H Club Members' Conference.

" " " — The Second Annual 4-H Club Members' Conference.

Warren, G. L. — Development of Local Volunteer Leadership

" " " — The Junior Mind in Relation to Boys' and Girls' Club Work.

" " " — The Older Girl in the Extension Program. (Ext. Serv. Circ. 15).

" " " — Selected List of Books for Use in 4-H Club Work. (Ext. Serv. Circ. 12).

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